
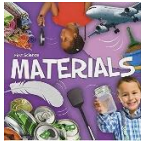

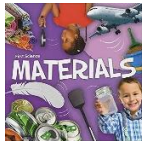
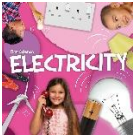




The Grove School writing progression 2022-23

Years 1 and 2									
	Autumn			Spring			Summer		
<p>Progression of Core Texts</p> <p>Additional core texts will be selected by the teacher to secure key areas of the curriculum, broaden the range of texts including poetry and meet the interests of pupils.</p>	<p>Supertato Paul Linnet and Sue Hendra</p>  <p>(Focus: Narrative)</p>	<p>Christmas Poetry Anthology (online) (Focus: Poetry)</p>	<p>Materials Steffi Cavell-Clarke</p>  <p>(Focus: Non-Fiction Explanation Text)</p>	<p>The Bog Baby Jeanne Willis</p>  <p>(Focus: Narrative)</p>	<p>Materials Steffi Cavell-Clarke</p>  <p>(short retrieval unit use this previously studied book as a model)</p> <p>(Focus: Non-Fiction)</p>	<p>Electricity Steffi Cavell-Clarke</p>  <p>(Focus: Non-Fiction)</p>	<p>Writing Journey Twisted Tales</p>	<p>Mrs Armitage and the Big Wave. Quentin Blake</p>  <p>(Focus: Fiction)</p>	<p>This Is How We Do It by Matt Lamothe</p>  <p>(Focus: Non-Fiction)</p>
<p>Links to the Wider Curriculum</p>	Science-animals			Science- materials			Geography Science habitats		
<p>Independent purposeful writing outcomes</p>	<p>To write a character description for Evil Pea in the form of a wanted poster Y2 – as Y1 but invent their own evil character</p> <p>Sentences To place a capital letter at the beginning of a sentence.</p> <p>Suffixes – er Exclamation marks</p>	<p>To compose, learn and recite a poem as a group to parents.</p> <p>Alliteration</p> <p>Exciting adjectives</p> <p>Suffixes - ment</p>	<p>The outcome is to write about animals linked to their science learning</p> <p>Present simple tense Co-ordination: and, but Subordination: if, when, because Sentence types: statements and questions</p>	<p>To write a description of their own Bog Baby</p> <p>To write in the past tense– ed endings To use contractual apostrophes To use exciting adjectives To use capital letters and full stops.</p>	<p>To write an explanation about how their wheelie works</p> <p>Present simple tense Co-ordination: and, but Subordination: if, when, because Sentence types: statements and questions</p>	<p>To write a science fact sheet about materials using captions and subtitles</p> <p>Present simple tense Co-ordination: and, but Subordination: if, when, because Sentence types: statements and questions</p>	<p>A variety of writing opportunities which includes a recount</p> <p>Possessive apostrophe</p>	<p>To write a cumulative story</p> <p>Expanded noun phrases (to create humour) Link events with subordinating and co-ordinating conjunctions Past progressive verb form</p>	<p>To write about their own experience about how their family does something.</p> <p>Present tense Apostrophe for contraction Expanded noun phrases</p>

			Sentence punctuation: capital letters, full stops, question marks		Sentence punctuation: capital letters, full stops, question marks	Sentence punctuation: capital letters, full stops, question marks			
Phonics Y1 Spelling Y2	Little Wandle Letters and Sounds No nonsense spelling programme								
Handwriting	Font: Letterjoin Y1 Pupils taught to form their letters correctly Y2 Taught to use the diagonal and horizontal strokes needed to join words								

Overall intent for Years 1 and 2 writing

Below are brief bullet points outlining our intent for writing diet for our Year 1 and 2 children.

A writer in Year 1 and 2 will be able to:

- Write with confidence in order for them to be able to express themselves.
- Write for a variety of purposes.
- To be able to spell using the phonemes they know.
- To be able to spell the Y1/2 high frequency words

Our aspirations and expectations for Year 1 and 2 are:

That they will love writing and enjoy creating new worlds, they are confident and have a strong understanding of how to structure a sentence.

Our cohort this year means that we have adapted our planning to ensure:

The children have a clear and consistent phonic program.